

guidance **INDEX**

Vol. XV, No. 3 | **March, 1952**

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New SRA Guidance Publications

Better Living Booklet, Helping Children Understand Sex by Lester A. Kirkendall, Associate Professor of Family Life Education, Oregon State College. (See review item No. 35)

Junior Life Adjustment Booklet, Life with Brothers and Sisters by Frances Ullmann, former Executive Editor of *Child Study* magazine and author of *Girl Alive*. (See review item No. 41)

Life Adjustment Booklet, Your Behavior Problems by O. Spurgeon English, Professor of Psychiatry, Temple University Hospital and Medical School; and Constance J. Foster. (See review item No. 45)

Directions For Use

The **Guidance Index**, published monthly during the school year, lists the best current material in guidance and its related fields. The items are divided into two main groups. The first is material for the counselor, teacher, and administrator; the second, for the student.

The title of the publication appears first, followed by the name of the author. The address from which it may be ordered is in brackets. This is followed by the date of publication, number of pages, and the price. An asterisk (*) denotes material especially suitable for the elementary schools.

All vocational information is classified according to the SRA Occupational Filing Plan. This aids the reader in finding the material wanted, and in filing it when it has been obtained. Every effort is made to list as many free and inexpensive (50 cents or less) publications as possible. In this issue of the *Guidance Index* you will find:

58 items covering **37** subjects of which **34** are free or inexpensive.

Note

The material must be ordered direct from the issuing source. Orders for SRA materials accompanied by cash are sent postage prepaid. Orders to be charged will have a slight postage and insurance fee.

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for the

COUNSELOR TEACHER, and ADMINISTRATOR

Items listed in this category give information on guidance and related fields: child development, personal adjustment, education, and vocational guidance.

Adolescence

1. ***Toward Understanding Boys in Early Adolescence.** Clarence G. Moser. [Central Atlantic Area Y. M. C. A., 45 Bleecker St., Newark 2, N. J.] 1951. 6 pp. 15c. Quantity prices.

Of interest to parents and all adults who deal with youth, this leaflet considers some of the major problems of boys between twelve and fourteen years old. It describes the changes which take place in the physical, mental, and social development of boys in early adolescence, their interests, and their attitudes towards themselves, their families, and friends. Development tasks peculiar to this age group are listed and discussed to help adults understand what the boys are trying to do and to give them help and guidance.

2. **Toward Understanding Boys in Middle Adolescence.** Clarence G. Moser. [Central Atlantic Area Y. M. C. A., 45 Bleecker St., Newark 2, N. J.] 1951. 6 pp. 15c. Quantity prices.

This leaflet is of the same format as the preceding item, but different in content, in that it covers the problems of boys of age fifteen and older. Its purpose is to help parents and other adults toward a better understanding of youth in order to lessen the tensions and problems attendant to making the transition from adolescence to adulthood.

Audio-Visual Education

3. **A Directory of 16mm Film Libraries.** Seerley Reid and Anita

Carpenter. Office of Education Bulletin 1951, No. 11. [Supt. of Documents, U. S. Govt. Print. Office, Washington 25, D. C.] 1951. 113 pp. 30c.

This directory of 16mm film libraries has been compiled for teachers, librarians, community leaders, and others who wish to use motion pictures in their educational and informational programs. The list of libraries is arranged alphabetically by state and city, and includes those which handle entertainment films as well as those which handle instructional films. A brief annotation of each library contains information on the number of different films in the library, the nature of these films, and specifications on the distribution and use of the films. Libraries, commercial dealers, colleges and universities, schools, industrial companies and trade associations, civic groups, religious institutions, and government agencies are among the sources from which 16mm films may be borrowed or rented.

Child Guidance

4. **Our Children Today.** Edited by Sidonie M. Gruenberg and the Staff of the Child Study Assn. of America. [The Viking Press, 18 E. 48th St., New York 17.] 1952. 366 pp. \$3.95.

A symposium by twenty-six authorities from many institutions and in many fields of study, which discusses the needs of children from infancy through adolescence. The first section of the book presents a mid-century view of the children of America, with emphasis on the changing patterns of family living during the war and postwar years. Other chapters deal with the physical, emotional, and edu-

cational needs of very young children; discipline; adolescence; education; and the problems of our present-day world as they relate to children. Parents, teachers, and all workers who deal with children will find the book helpful in understanding the needs of children in our constantly changing society, and in building an appreciation of the varied resources now available from which to obtain help. The book also includes an extensive listing of books for further reading, grouped according to the topics discussed.

5. Questions Children Ask: Simple Answers to Puzzling Questions. Dena Korfker [Zondervan Publishing House, 847 Ottawa St., Grand Rapids 2, Mich.] 1951. 96 pp. \$1.95.

Written as an informative guide for the parent and as a book to be read to the young child, this book gives brief answers to questions children frequently ask about themselves, the world in which they live, and the Christian faith. What is the sky? Where do all the people in the world come from? What is Christmas? Who wrote the Bible? are a few of the many questions considered. Each new question introduced in the text is illustrated with photographs of children. This book will be of particular interest to parents and to the Sunday school teachers of preschool and early school-age children.

6.*Toward Understanding Boys in Late Childhood. Clarence G. Moser. [Central Atlantic Area Y. M. C. A., 45 Bleecker St., Newark 2, N. J.] 1951. 6 pp. 15c. Quantity prices.

An informative leaflet for parents, teachers, and other persons who deal with nine- to eleven-year-old boys. It summarizes briefly the important characteristics and development of boys in this age group, and discusses the significant aspects of their physical, mental, and social growth, their interests, and their attitudes toward family and friends. Discussions of play activity, ability to share affection, sexual problems, and the influence of environment are also included. Suggestions for ways in which adults may aid the adjustment and growth of young boys and sources from which further information may be obtained are also given.

7. Toward Understanding Boys in Middle Childhood. Clarence G. Moser. [Central Atlantic Area Y. M. C. A., 45 Bleecker St., Newark 2, N. J.] 1951. 6 pp. 15c. Quantity prices.

The material in this leaflet differs from the preceding item in that it deals with the characteristics and problems of the six- to eight-year-olds. Parents and other adults who work with boys of this age group will find the information helpful in understanding and aiding their development and adjustment.

Child Labor

8. Children and Youth at Work in 1951. Publication No. 407. [Natl. Child Labor Committee, 419 Fourth Ave., New York 16.] 1951. 23 pp. Free.

This annual report of the National Child Labor Committee gives information on the number of boys and girls, between the ages of 14 and 17, who were at work on a part-time or a full-time basis during 1951. It covers also such factors as: desirable standards for employment, child labor and schooling, working children under 14 years of age, and some of the major problems to be considered in the future. The activities of the Committee during the year are also reported.

Child Welfare

9. Programs of the Federal Government Affecting Children and Youth. Prep. by the Interdepartmental Committee on Children and Youth. [Supt. of Documents, U. S. Govt. Print Off., Washington 25, D. C.] 1951. 126 pp. 55c.

This report describes the many programs of the federal government which affect and benefit children and youth. The material is divided into four parts: Part I summarizes the development of these programs; Part II describes the program activities in various fields carried on by federal agencies; Part III outlines the international programs for children and youth on which federal agencies cooperate; and Part IV lists the federal programs by departments and agencies. This booklet

will be of value to persons who work with children and youth, to those seeking information on specific programs, and to persons who wish to study this phase of government activity.

Citizenship

10. ***How Children Learn About Human Rights.** Wilhelmina Hill and Helen K. Mackintosh. Bulletin 1951, No. 9. Federal Security Agency, Office of Education. [Supt. of Documents, U. S. Govt. Print. Off., Washington 25, D. C.] 1951. 16 pp. 15c.

A discussion of human rights and how they may be interpreted in the classroom, in the school, at home, and in the community, with major emphasis directed toward the classroom. The bulletin suggests ways in which the classroom teacher can lead children to an understanding of the Universal Declaration of Human Rights by having them study, first, individual rights. The relationship between some of the problems of elementary school children and the Declaration are pointed out. What elementary schools in various parts of the country are doing in the study of individual human rights and responsibilities is reported.

11. **A Study of Citizenship Practices in Ohio Schools.** Edgar Dale and Robert Sampson. [Bureau of Educational Research, Ohio State Univ., Columbus 10, Ohio.] 1951. 39 pp. \$1.00.

This pamphlet discusses a number of citizenship training programs used by the public schools in Ohio. School activities, projects and studies, coordinated with and supplemented by regular class work and community work made these programs effective. The work of the teacher, the community, and the students, and, the cooperation which must exist between them is emphasized by the authors. Projects such as student government, a school newspaper, excursions to governmental institutions, and discussion groups were found to be invaluable in developing a sense of responsibility, interest, understanding, and discrimination in the student. This report was not intended as an outline of a complete and organized

program, but to offer flexible suggestions and ideas which can be adjusted by the instructor to meet local community needs.

Counseling

12. **Health Counseling.** Milton Schwebel and Ella Freas Harris. [Chartwell House, 280 Madison Ave., New York 16.] 1951. 238 pp. \$3.00.

Health Counselors, their duties and responsibilities, their importance in the educational program, and some of the problems with which they deal, are discussed in this book. It describes methods by which counselors and teachers can help students recognize their personal health problems, understand the need for action, seek professional help and advice, and carry out recommendations. The book will also be of value to health and social welfare workers, and to prospective workers in these and related fields.

13. **Occupations — A Basic Course for Counselors.** Walter J. Greenleaf. Federal Security Agency, Office of Education Vocational Div. Bulletin No. 247. [Supt. of Documents, Govt. Print. Off., Washington 25, D. C.] 1951. 193 pp. 45c.

This bulletin was prepared to aid colleges and universities in their efforts to prepare counselors adequately in the science of occupations. It contains descriptions of the competencies that counselors must develop for work efficiency in the area of occupational information, and shows some of the occupational phases of the guidance program counselors must be trained to handle. Numerous factors as they relate to occupations are discussed with suggestions that are designed to be of value to counselors, trainers, vocational education directors, supervisors of occupational information and guidance, teachers of high school occupations classes, and others in the field of guidance to whom a knowledge of occupations is a necessary counseling aid. The appendix gives a comprehensive listing of source materials pertaining to occupations.

Curriculum

14. ***Culloden Improves Its Curriculum.** Effie G. Bathurst and

Lucille McGraw Richmond. Office of Education Bulletin 1951, No. 2. [Supt. of Documents. U. S. Govt. Print. Office, Washington 25, D. C.] 1951. 24 pp. 15c.

This bulletin reports the methods used by the staff of the elementary school at Culloden, West Virginia, to develop a more effective school program. The report deals principally with the story of the project. The major purpose of this booklet is to help teachers in other areas learn how to discover and solve their teaching problems, by using as a guide the ideas and techniques which grew out of the Culloden program.

15. Curriculum Development as Re-education of the Teacher.

George Sharp. [Bureau of Publications, Teachers College, Columbia Univ., New York 27.] 1951. 132 pp. \$3.00.

A book prepared for curriculum directors and coordinators, school superintendents, principals, and others who have an understanding of modern curriculum trends or who wish to introduce new ideas into their schools. The author's basic supposition is that the curriculum improves with the development of the teachers' personalities, therefore helping teachers grow and growing oneself are continuous human relations problems for the school administrator. The book deals with such problems as: the teacher who clings to the textbook, the teacher who is dependent, the teacher who is irritable, the staff reluctant to work on needed studies, and many others. A number of personal observations and hypotheses are also presented by the author.

16. *How Children Learn to Think. Paul E. Blackwood. Office of Education Bulletin 1951, No. 10. [Supt. of Documents, U. S. Govt. Print. Office, Washington 25, D. C.] 1951. 19 pp. 15c.

One in a series of bulletins dealing with the role of subjects in the elementary school curriculum, this bulletin describes how children learn to think. From several examples of children at work in the classroom, some principles about thinking and problem-solving are identified. These ex-

amples show the importance of having a classroom environment, in which good thinking is expected and encouraged. Lack of information, inadequate guidance and emotions are among the problems and obstacles pointed out and discussed. Numerous suggestions are provided for utilizing the existing opportunities to develop good thinking habits in children.

17. *Social Studies for Young Adolescents — Programs for Grades Seven, Eight, and Nine.

Julian C. Alderich, Ed. [The Natl. Council for the Social Studies, 1201 Sixteenth St., N. W., Washington 6, D. C.] 1951. 87 pp. \$1.50.

This bulletin was prepared to serve as incentive for further thought about the seventh, eighth, and ninth grades curriculum. It does not, therefore, represent any final thinking on the curriculum problems of these grade levels. An effort has been made to identify the major problems and the recent trends in teaching methods and curriculum development in the junior high school grades. Section one of the bulletin gives a general picture of social studies instruction at this grade level, with an analysis of particular problems encountered. Section two presents descriptions of five programs of instruction in the field; and section three makes specific proposals for the improvement of social studies in the junior high school. The proposals are intentionally flexible to meet many different kinds of school needs, and they cover a wide range of methods of approach to the subject.

Education

18. Opportunities for Education in the Next Decade. Edited by E. T. McSwain and Jack R. Childress. [The Univ. of Chicago Press, Chicago 37.] 1951. 112 pp. \$3.25.

This bulletin reports on the fourth conference for school officials sponsored jointly by the University of Chicago and Northwestern University. The conference was designed to help administrators plan together for adequate solutions to present and future educational problems. The main theme of the conference emphasized the need for long-range planning to promote continuity in the educational program of

the United States. Included are the discussions of various leaders in educational administration, dealing with many of the critical problems and issues which schools and administrators face or will face during the next decade.

19. Schools and Our Democratic Society. M. H. Willing and Others. [Harper & Bros., 49 E. 33rd St., New York 16.] 1951. 430 pp. \$3.50

This volume presents a discussion of the social role of the school, with emphasis on what society has a right to expect from teachers, and the understandings and skills teachers need in order to fulfill these expectations. An outgrowth of the School and Society course at the University of Wisconsin, the book discusses the educational implications of democracy, including social problems in the curriculum, and the role of teachers in curriculum planning, in school public relations, and in working for the improvement and advancement of the teaching profession. The community school and what citizens want of the schools are also covered.

20. Schools and the 1950 Census. Research Bulletin, Vol. XXIX, No. 4. [Research Div., Natl. Education Assn., 1201 Sixteenth St., N. W., Washington 6, D. C.] 1951. 171 pp. 50c. Quantity prices.

This bulletin describes the changes in population trends, based upon the 1950 census, and their effect upon the schools. School administrators and lay groups who have the responsibility of planning the educational programs in their communities will find this bulletin of particular importance. The major characteristics of the population, its mobility, the employment, occupation, income, and educational status of the population, some of the problems and educational implications of all these facts are discussed.

21. Summary Report of the Joint Council on Economic Education 1948-1951. [Joint Council on Economic Education, 444 Madison Ave., New York 22.] 1951. 60 pp. Single copies, free.

This bulletin represents the official report to the governing body and to other per-

sons and organizations interested in improving economic education in public schools, colleges, and communities. The report points out some of the problems that puzzle and affect teen-agers, teachers, the farmer, and the banker, and which must be dealt with in the school. It emphasizes the need for action in meeting these educational problems if the American way of life is to succeed. Workshops, conferences and seminars, local, regional, and state Councils, and other means by which a large number of teachers have equipped themselves to teach practical economics and to discuss economic problems in the classroom are described.

Elementary Education

22. *Theory and Practice in the Elementary School. W. A. Saucier. Rev. ed. [Macmillan Co., 60 Fifth Ave., New York 11.] 1951. 515 pp. \$4.50.

This book deals with both the basic concepts of teaching and learning, and the application of these concepts to the teaching of elementary school students. Theory and practice are fused in an effort to give teachers a sense of direction in their classroom procedure. Procedures for teaching reading, spelling, arithmetic, social studies, and science are discussed at length. The suggestions expressed in connection with these and other topics have been evaluated in terms of the child as a whole—an evaluation which takes into account his mental, physical, and emotional development. This book will be useful in elementary school teacher training and for in-service training of elementary school teachers and administrators.

Exceptional Children

23. The Retarded Child — A Guide for Parents and Teachers. Herta Loewy. [Philosophical Library, 15 E. 40th St., New York 16.] 1951. 160 pp. \$3.75.

A handbook for teachers, social workers, parents, and other professional workers who deal with retarded children. The book gives information concerning tested training methods, and suggestions for adapting these methods to specific problems. Care during infancy, fear, speech training, reading, the problem of numbers

and letters, and how to overcome resistances are some of the difficulties covered. The author emphasizes the need for developing the child's personality, aptitudes, and self-confidence through educational training, psychological help, and parent-teacher cooperation.

Higher Education

24. Junior College Directory 1952. C. C. Colvert and H. F. Bright. [Amer. Assn. of Junior Colleges, 1785 Massachusetts Ave., Washington 6, D. C.] 1952. 46 pp. \$1.00.

This publication gives information concerning junior colleges in the United States, its territories, Canada, and other countries. The listing includes both accredited and non-accredited institutions, with symbols which indicate the type of accreditation or the equivalent recognition or approval. Information concerning the administrative head of each institution, the student enrollment, faculty, type of control or affiliation, and type of school, whether men, women or coeducational, is given. A directory of junior college organizations, a list of junior college societies, and an analysis of junior college growth are also included.

Human Relations

25. The Roots of Prejudice. A UNESCO Publication. Arnold Rose. [Columbia University Press, 2960 Broadway, New York 27.] 1951. 44 pp. 25c.

A summary of recent scientific research, this pamphlet attacks prejudice on many levels in an attempt to show and analyze every aspect of the problem. It discusses at length the background and immediate factors which account for prejudice and discrimination among groups and individuals. Moreover, detailed attention is given to the elements of personal advantage, ignorance, and the superiority complex as causes of prejudice. The psychology and the effects of prejudice are the basis for the author's suggestions concerning the kinds of action which will contribute toward a reduction of prejudice.

Mental Hygiene

26. Group Treatment in Psychotherapy — A Report of Experience. Robert G. Hinckley and Lydia Hermann. [Univ. of Minnesota Press, Minneapolis 14, Minn.] 1951. 136 pp. \$3.00.

This book will serve as an introduction to the field of group therapy, for counselors, psychologists, and others whose work is associated with psychotherapy, but who are not familiar with its principles. The analysis of group therapy is based upon the authors' own experience with this form of treatment and is presented in simple, operational language. Included are many examples illustrating their ideas and methods. The last chapter of the book follows a particular group through a year of weekly meetings, showing the step-by-step progress of therapy.

27. Motion Pictures for Mental Health Programs. Prepared in cooperation with the National Institute of Mental Health. [Health Publications Institute, 216 N. Dawson St., Raleigh, N. C.] 1951. 68 pp. 50c.

The purpose of this catalog is to help meet the need for audio-visual materials which present mental hygiene information. The booklet contains a list of available films, a brief synopsis of each plot, and suggestions regarding the age level of the audience for whom each is intended. Principal distributors of the films are also included. The price of this directory was incorrectly given in the November, 1951 issue of the *Guidance Index*. The information given above corrects the original listing.

Old Age

28. Begin Now — to Enjoy Tomorrow. Ray Giles. [The Mutual Benefit Life Insurance Co., Newark 1, N. J.] 1951. 57 pp. Apply.

This book was written to help older workers, who are nearing the age of retirement, plan active, useful and happy lives after that time. It will also be of value to younger workers who want to

guarantee their future success and independence. The book considers planning for mental and physical well-being after retirement as well as for financial security.

29. Retire and Be Happy. Irving Saloman. [Greenberg: Publisher, 201 E. 57th St., New York 22.] 1951. 205 pp. \$2.95.

This book was written for the young man now planning for his retirement, the older man who wants to retire, the older man who doesn't want to retire, the man who is retired automatically, and the man who is already retired. The wife's place in retirement, ways of making retirement personally satisfying, health, age, and financial factors before and in retirement, are a few of the many questions dealt with by the author. A study of 405 retired persons and an analysis of the answers they gave to questionnaires and interviews form the basis for the author's answers, suggestions, and conclusions. Included as reference material is an appendix of case histories.

Public Opinion

30. The Teaching of Contemporary Affairs. Twenty-first Yearbook. John C. Payne, Ed. [The Natl. Council for the Social Studies, 1201 Sixteenth St., N. W., Washington 6, D. C.] 1951. 233 pp. Paper \$2.50; Cloth \$3.50.

This yearbook, comprising articles by many authorities in the field of social studies and education, represents a positive approach to the development of intelligent and effective public opinion. It is not a report or evaluation of present teaching methods, but it makes use of survey material to show their possibilities. It analyzes briefly the detrimental effects of propaganda based solely on emotions, prejudice and unsubstantiated information, before discussing the ways in which elementary and secondary schools and junior colleges can prepare students to be alert, discriminating and critical of what they read, see, and hear. There are numerous suggestions and illustrations, but greater emphasis is given to the purpose which contemporary materials can serve in a planned curriculum.

Reading

31. All Teachers Can Teach Reading. 1951 Yearbook, New Jersey Secondary School Teacher's Association. [Lester D. Beers, 1035 Kenyon Avenue, Plainfield, N. J.] 1951. 63 pp. \$1.00.

The purpose of this manual is to point out ways in which reading skills can be developed, improved, and refined by every high school teacher regardless of his subject. The use of textbooks, the development of reading speed and vocabularies, the use of assignments, examinations, and visual-aids are some of the ideas presented. These ideas and suggestions were not primarily intended for a remedial reading specialist, nor for the reading clinic, but rather for the classroom teacher. The high school teacher will perhaps be familiar with many of the proposed methods, however, they are expanded into several tentative programs to achieve desired and planned reading results. While the proposals contained in this text were intended for use in New Jersey schools, the basic ideas and principles will be of interest to teachers in other areas.

32. Promoting Growth Toward Maturity in Interpreting What Is Read. William S. Gray, Ed. Supplementary Education Monograph No. 74. [The Univ. of Chicago Press, Chicago 37.] 1951. 264 pp. \$3.00.

This bulletin contains the proceedings of the 1951 conference on reading held at the University of Chicago. The theme of the conference focused attention on the problems involved in promoting growth in interpreting what is read. Topics discussed by members of the conference deal with the various aspects of interpretation, the publisher's role in promoting growth in interpretation, the administrative responsibilities, and the influence of specific factors on interpretation. Helpful bibliographies listing noteworthy books for elementary school pupils and for high school and junior college students are included. Suggestions are also given concerning ways to promote increased ability to interpret what is read by both young people and adults.

Rural Schools

33. Modern Ways in One- and Two-Teacher Schools. Effie G. Bathurst and Jane Franseth. Office of Education Bulletin 1951, No. 18. [Supt. of Documents, Govt. Print. Off., Washington 25, D. C.] 1951. 48 pp. 20c.

Practices in one- and two-teacher schools that are helping rural boys and girls get a good education are described in this bulletin. It shows how good modern one- and two-teacher schools can help to improve the resources of the country community, and how they help develop cooperation and understanding between parents, teachers, pupils, and community. This bulletin will be of value to administrators, supervisors, and teachers of rural schools who are looking for ways to improve their programs.

School Administration

34. Keystones of Good Staff Relationships. Ellsworth Tompkins. Office of Education Misc. No. 13. [Supt. of Documents, U. S. Govt. Print. Office, Washington 25, D. C.] 1951. 16 pp. 15c.

The object of this pamphlet is to suggest ways by which large schools can improve their staff relationships. The twelve keystones, listed in order of importance, are based on reported and observed practices in forty-seven public schools. These practices may be used as guides for principals, administrators, teachers, and other staff members, in improving relations in their particular schools.

Sex Education

35. Helping Children Understand Sex. Better Living Booklet. Lester A. Kirkendall. [Science Research Associates, 57 W. Grand Ave., Chicago 10.] 1952. 48 pp. 40c. Quantity discounts.

This booklet deals with the problems of giving children a sex education that will help them develop healthy attitudes and standards of sexual conduct satisfying to themselves and to society. It offers suggestions to parents and teachers for helping

children work through the stages of sexual development from infancy through adolescence. Ways in which the home and school can cooperate in helping children grow into mature, sexually adjusted adults are also presented.

Student Personnel Services

36. Life Adjustment Education for Every Youth. Prep. by the Div. of Secondary Education and the Div. of Vocational Education. Office of Education Bulletin 1951, No. 22. [Supt. of Documents, U. S. Govt. Print. Off., Washington 25, D. C.] 1951. 108 pp. 30c.

This bulletin was prepared to help teachers, school board members, and administrators in planning programs to provide more appropriate education for all youth of high school age. It explains the purposes and proposed activities of the Commission on Life Adjustment Education for Youth, describes the origin, composition, and recommendations of the National Conference on Life Adjustment Education, and outlines the fundamental ideas for a program of action upon which educational workers in various fields have agreed. The characteristics of the youth for whom the program is needed and discussions of the proposed services for them, which the present school programs do not provide, are also included.

Teachers

37. Teacher Supply and Demand in the United States. Ray C. Maul. [Natl. Comm. on Teacher Education and Professional Standards, 1201 Sixteenth St., N. W., Washington 6, D. C.] 1951. 36 pp. \$1.00. Quantity discounts.

This bulletin reports on teacher supply and demand at the elementary and high school levels. The major purpose of this annual report is to present facts which will aid in the establishment and maintenance of a balance between the supply and demand for teachers. The bulletin contains detailed information concerning the supply of teachers, the demand for teachers, the amount of preparation of elementary school teachers, and future enrollments. Numerous tables present data on

supply, demand, and the training of teachers by states.

Tests and Scales

38. **Understanding of Contemporary Affairs.** E. F. Lindquist, Ed. [Science Research Associates, 57 West Grand Ave., Chicago 10.] 1952. Specimen Set 50c.

A test containing two parts — Part 1, Knowledge of Economic, Social and Political Developments, and Part 2, Knowledge of Scientific, Technical, and Medical Developments. Percentile norms are provided for both scores and total score. The 75 questions are designed to test understanding and interpretation of current happenings rather than rote memory of facts. This test will stimulate interest in current affairs and help teachers teach citizenship. A new form will be available each year.

for the STUDENT

Items listed in this category are divided into two groups: Life Adjustment Material, which gives information about social, personal, and school problems; and Vocational Material, which gives information about occupations.

LIFE ADJUSTMENT MATERIALS

Education

39. **Stay in School.** United States Navy Recruiting Service. 1951. 32 pp. Free. Available at your nearest Navy Recruiting Station.

This illustrated booklet discusses the advantages of remaining in high school until graduation. It emphasizes the fact that the high school graduate has a better chance at the better jobs, and is most likely to succeed and advance on the job than the person who leaves school early. The role of education in modern war and in a modern military career is also pointed out for students who may be considering dropping out of school to volunteer for the armed services. The style of writing which includes slang or jargon is intended to appeal to teen-agers.

Family Life

40. **Homemaking for Teen-Agers.** Irene A. McDermott and Florence W. Nicholas. [Chas. A. Bennett Co., 237 N. Monroe St., Peoria 3, Ill.] 1951. 492 pp. \$2.96.

An introductory study of homemaking for young adolescents. The book emphasizes the desirability of homemaking education

for boys as well as girls and deals with topics which are suitable and interesting to teen-age boys. In addition to the house-keeping skills and the problems of child care and attractive rooms, the book also stresses the importance of developing good patterns of behavior, covering courtesy, cooperation, and reliability. The last chapter of the book is devoted to a discussion of personality. Numerous photographs and illustrations are given throughout.

41. ***Life with Brothers and Sisters.** Frances Ullmann in cooperation with the Child Study Association of America. [Science Research Associates, 57 W. Grand Ave., Chicago 10.] 1952. 40 pp. 40c. Quantity prices.

Why do brothers and sisters fight? Why do brothers and sisters sometimes hate each other? Why can't they always get along smoothly? Everyone who has a brother or a sister has probably had difficulties at one time or another. This booklet is written to help boys and girls in upper elementary and junior high school learn to get along better with their brothers and sisters. Such problems as sibling rivalry and jealousy, privileges, family responsibilities, sharing of possessions, household chores, and the special problems of the oldest, youngest, or middle child, and of

the only child or two children in the family are discussed in detail. By explaining some of the reasons why children act and feel the way they do, the booklet will help boys and girls understand themselves and their brothers and sisters. In addition, it contains practiced suggestions for improving sibling relationships. This booklet is the most recent publication in the series of SRA Junior Life Adjustment Booklets. Like the others, it is written in an easy, readable style and contains many clever, two-color illustrations. *Life with Brothers and Sisters* was written by Frances Ullmann, former executive editor of *Child Study* magazine in cooperation with the Child Study Association of America.

Health and Hygiene

42. How Much Do You Know About Alcohol. Thomas R. Carskadon. [Association Press, 291 Broadway, New York 7.] 1951. 31 pp. 10c.

This pamphlet was prepared for young people to help remove some of the confusion and conflicting opinions about drinking. It deals concisely with the social aspects of alcohol and its effect on the human mind and body, correcting and disproving many of the popular opinions regarding it. The discussion is divided into three parts, each phase of the problem constituting a separate chapter. The facts are presented in the form of questions and answers, which makes the booklet easy to read.

Job Satisfaction and Success

43. Getting Ahead on Your Job. [B'nai B'rith Vocational Service Bureau, 1424 Sixteenth St., N. W., Washington 6, D. C.] 1952. 8 pp. 25c.

Information for high school students and other young workers on how to make a success of their jobs is presented in this booklet. It gives sound advice concerning choosing a job, making the most of it, improving personality traits, getting ahead on the job, and suggests methods by which these objectives may be achieved. The material is presented in cartoon form with accompanying captions.

Social and Personal Adjustment

44. Rate Yourself. R. M. Rhodes. [The Updegraff Press, No. 4 Harwood Bldg., Scarsdale, N. Y.] 1951. 14 pp. 40c. Quantity prices.

This booklet includes a number of self-check lists designed to point out personal strengths and weaknesses in attitudes, working characteristics, self-management, and taking it on the chin. These check lists will be of help to young workers in discovering their possibilities and to older workers who want to progress. Advice on "What to Do About Yourself" is also included.

45. Your Behavior Problems. Life Adjustment Booklet. O. Spurgeon English, and Constance J. Foster. [Science Research Associates, 57 W. Grand Ave., Chicago 10.] 1952. 48 pp. 40c. Quantity discounts.

This booklet for young people discusses many of the behavior problems that are particularly apt to arise during the teens. At this time, when adolescents are trying to bridge the difficult gap between childhood and adulthood, they are apt to fly off the handle at the drop of a hat and to be moody and depressed when things go wrong. Often they are thoughtless and inconsiderate, and fail to carry their share of the family load. Such behavior problems are certainly not serious, but they do make for friction, and they cause unhappiness to young people. The authors of this booklet, who have had extensive experience in dealing with adolescents, explain why misbehavior often occurs and what can be done about it. The booklet emphasizes the fact that an individual can *choose* his behavior—it is not forced on him. By understanding the reasons for unrewarding and unsatisfactory behavior, he can take constructive steps to change it.

Study

46. How to Study. Morris M. Rubin. [B'nai B'rith Vocational Service Bureau, 1424 Sixteenth St., N. W., Washington 6, D. C.] 1952. 12 pp. 25c.

The values of good study practices and how they may be developed are discussed in this booklet. In cartoon format with accompanying captions, the booklet is designed to provide high school students with basic information concerning planning time wisely, doing assignments, taking notes, preparing for examinations, taking examinations, improving reading habits, and practicing good habits of mental and physical health. A list of additional reading references about studying is also included.

Vocational Guidance

47. Job Training for Women and Girls Offered by Local Trade and High Schools. [Supt. of Documents, U. S. Govt. Print. Off., Washington 25, D. C.] 1951. 11 pp. 10c.

This leaflet was prepared to help women and girls who are working and those who are looking for work improve their qualifications for employment. It points out the possibilities of the job-training courses offered by the public schools under the Vocational Education Program. The variety of courses offered, the flexibility of the courses, and their availability to all who are interested, are stressed.

48. Planning Your College Career. [B'nai B'rith Vocational Serv-

ice Bureau, 1424 Sixteenth St., N. W., Washington 6, D. C.] 1952. 8 pp. 25c.

The information given in this booklet is in the form of cartoons with accompanying captions. It is designed to provide high school students with the basic facts necessary for planning college careers. The booklet deals with such topics as: Should You Go to College? Preparing for College; Applying to College; Choosing Your College; and Financing Your College Career. Sources from which additional information may be obtained are given throughout.

49. Working Your Way Through College. Kenneth C. Rathbun. [Cavalier Publishing Co., P. O. Box 8, Cambridge 39, Mass.] 1951. 55 pp. \$1.25. Quantity prices.

Here is a practical guide for high school and college students and their advisers. The purpose of the booklet is to show how young men and women have financed their college education, and to suggest ways in which high school graduates who want to go to college, but lack the necessary funds, can help pay their way by working. Suggestions are included concerning advance planning, sources of help, scholarships, loans and prizes, skilled and unskilled jobs, seasonal opportunities, vacation work, study helps, and many other topics dealing with ways in which college expenses may be provided.

VOCATIONAL INFORMATION

Armed Forces

50. Enlistment Qualifications — WAC — WAVE — WAF — Marines. [Glamour's Job Dept., 420 Lexington Avenue, New York 17.] 1952. 2 pp. Free.

For any woman, whether she is 18 or 30, this "fact sheet" gives information about careers in the armed services. It lists and describes briefly the qualifications, the training, the recreation and the off-duty education program for the enlistee. The length of enlistment, the entrance rank, and the training center are also given for each branch of the service.

Art

51. Arts and Crafts — A Career Pamphlet. [Westbrook Junior College, Portland 5, Maine.] 1951. 4 pp. Free.

Young women who possess artistic ability, and who wish to develop and use this ability to earn a living, will be interested in this pamphlet. It describes a two year program designed to equip students with the information and skill necessary for handling the materials and tools used in the making of pottery, jewelry, basketry, carving, and other types of handwork. The opportunities in the field and its value

are discussed. Although the courses outlined apply specifically to Westbrook Junior College, the pamphlet will provide a general idea of what is required in other institutions for such training.

Education

52. Teaching Is Exciting. Margaret Wasson. Bulletin No. 88. [Assn. for Childhood Education International, 1200 Fifteenth St., N. W., Washington 5, D. C.] 1951. 38 pp. 75c. Quantity discounts.

The author has prepared this booklet for the interest of two types of readers — teachers in service and young people who are considering teaching as a career. In the first part, descriptions of six sample days are given to show what a teacher's life is like, both in and out of the classroom. Part two provides information on what it takes to be a teacher, the advantages and the disadvantages of the work, and a list of some personal satisfactions which are derived from a teaching career. Ten qualities which teachers should possess are given, against which young people may check their own personalities to help determine their potentialities as successful teachers. Basic facts and figures on the teaching profession and the opportunities in it are also included.

Forests and Forestry

53. Professional Education in Forestry. Henry Clepper. *Higher Education*, October 15, 1951. [Supt. of Documents, U. S. Govt. Print. Off., Washington 25, D. C.] 1951. 10c.

This article describes the educational training in forestry offered by American colleges and universities. Information is included covering the degrees and curriculums, enrollment, supply and demand of foresters, subprofessional education, and accreditation. Research as a part of professional training, and some of the problems which administrators of forestry education must face, are also discussed. A list of accredited institutions offering degrees in forestry and their enrollment in 1950-51 is included.

Health

54. I'll Be a Nurse. Jean Bryan. [Wetzel Publishing Co., 524 S. Spring St., Los Angeles 13, Calif.] 1951. 55 pp. \$1.00.

This booklet traces the life and adventures of a senior high school student from the time she decides to become a nurse through graduation from nursing school. It describes the training and duties of a probationer, of a nurse on night duty, on surgery, in emergency, and the nurses' graduation exercises. The booklet will provide interesting and informative reading for students who are considering nursing as a career field.

55. Osteopathic Physician. Lawrence W. Mills. [Vocational Guidance Centre, 205 Avenue Rd., Toronto 5, Canada.] 1951. 4 pp. 10c.

What osteopathy is, the work and training of the osteopathic physician are described in this monograph. Information is given concerning the qualifications necessary for success in this field, the opportunities, the average incomes of established osteopathic physicians, and approved schools offering training. Some of the advantages and disadvantages of the profession, suggestions for entering the field, and related occupations, are covered.

56. Physical Therapy — Employment Opportunities. [Amer. Physical Therapy Assn., 1790 Broadway, New York 19.] 1951. 4 pp. Free.

The information in this leaflet has been compiled for the purpose of giving brief descriptions of some of the job opportunities in the field of physical therapy. This selection includes different types of job openings in many geographical locations. Listed opportunities include work in general hospitals, special hospitals, rehabilitation centers, industrial clinics, schools for crippled children, physician's offices, public health services, the armed forces, and the veterans administration. Included also as a guide is a list of average wage earnings for therapists.

Law

57. So You Want to Be a Lawyer. Kenneth Redden. [The Bobbs-Merrill Co., 730 N. Meridian St., Indianapolis 7, Ind.] 1951. 125 pp. \$2.50.

A book designed to provide information and guidance for students who are considering law as a career. The author, an experienced law practitioner, placement director, personnel worker, and law teacher, answers many questions and offers solutions to many problems which perplex prospective law students. The book includes discussions of such topics as: What law is like and what lawyers do; What it takes to be a lawyer; How can you tell if you can be a lawyer? What do lawyers study? Information is also given on the bar requirements in various states, schools of law, number of lawyers, income of lawyers by age and years of practice, the distribution of lawyers, law aptitude examination centers, and suggested prelegal college interests. The place of women in the legal profession, the general employment out-

look, and other vocational factors are also considered.

Library Work

58. Training for Library Work — A Statement for Prospective Librarians. [Board of Education for Librarianship, Amer. Library Assn., 50 E. Huron St., Chicago 11.] 1951. 6 pp. Single copies, free.

Of interest to both high school and college students who are planning careers in library work, this publication outlines the general aims of the field and describes the many opportunities for employment. It provides information regarding the preparatory training in undergraduate and graduate school levels for librarians, and lists the personal qualifications necessary for success. Accredited schools offering courses in library work, current salary scales depending on locality and position, and lists of possible job openings in school, general, and public libraries are included.

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